#### SUMMER IN NEW YORK

The approach of summer and vacation-time means different things to different people—especially parents. To some summer looms ahead only as a few hot months to be got through somehow, with school-free children continually underfoot and routines gone haywire. To others summer beckons invitingly, promising an all-too-brief break in winter routines, an opportunity for the family to come closer together in the sharing of new experiences and fun.

Which of these promises summer holds for you will not depend upon whether vacation is to be spent in far places or will be spent at home. It will depend, rather, on your point of view. If you really enjoy the children's presence you will find it both possible and rewarding to rearrange your housekeeping schedule in terms of their greater leisure. Meal-hours can be less rigid and menus so planned as to need a minimum of preparation and exact timing. Your leisure-time together will be more relaxed and enjoyable if schedules and routines are subordinated to allow for spontaneity—whether it be for doing something or for doing nothing. This last has values too.

If you and your children are spending the summer in New York, you will find that the great city offers infinite opportunity for adventure, and especially for family adventuring together. But just because the opportunities are so many and so varied, and the distances so great, a city summer requires some planning.

There are — to begin with the obvious — the city's large parks which offer a wide variety of sports and play facilities for children as well as for adults. There is provision for spectator sports, too, as well as for the enjoyment of good music, out-of-door dancing, and many other forms of recreation. Within a short radius of the city, and accessible at small carfare, there is the lure of beautiful country for hikes, picnics, swimming and boating. And of course, this year there is the World's Fair, offering a tremendous range of fun and education.

But less obvious, and requiring more thought and resourcefulness, are the things to do and the places to go which will add the joy of discovery to the family's summer adventuring. New York's waterways and islands, its industries and harbor life, its many national groups centering about a culture of their own in certain areas — these are but a few of its many-sided aspects which will reward exploration for both young and old. Inviting a young guest from out of town to explore with you will help you to enjoy your city in ways you had not thought of before.

With the emphasis on fun and relaxation, a summer in New York can be a stimulating and enriching experience.

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### NEW YORK CITY FOR CHILDREN

#### A LIST OF BOOKS ABOUT THE CITY

Selected by the Children's Book Committee of the Child Study Association

"Seeing New York" means more than sightseeing. New York can become alive and personal—the great, throbbing heart of a metropolis. It is also a store-house of things to do and places to see, for every age and every taste. With the aid of a well selected and varied list of books about New York—guide books, story books, and romantic novels—you can orient yourself, your children and your visiting friends for the exciting adventure of exploring New York on your own.

In the following list of books, selected by the Children's Book Committee of the Child Study Association, you will find not only the obvious, the everyday, the high spots, the traces of old New York, but also the last word about modern New York. You will discover the city with all its industrial and sociological implications—a city that is called magic, marvelous and stupendous. But best of all, you will find an increasing pleasure in ferreting out of nooks and out-of-the-way places your own New York. It can become your hobby of hobbies for your leisure time.

A. R. B.

#### GUIDE BOOKS

FAMOUS GUIDE TO NEW YORK. Edited by Alexander Gross. 1938. Manhattan Post Card Pub. Co. 144 pp. 25 cents

A convenient, standard guide book on the newsstands.

LET'S GO PLACES. Compiled by Wilbur G. Dickinson of the Staff of New York Adult Education Council, 254 Fourth Avenue, New York City. Revised 1938. 63 pp. 25 cents. (30 cents by mail.)

Filled with helpful suggestions — especially for inexpensive enjoyment.

THE CHILDREN'S NEW YORK. By Catharine Griffiths and Susan Craine. 1939. Rand McNally Co. 36 pp. 50 cents

A simple little picture-story for the youthful visitor, showing how other youngsters discover many city interests. 6 to 10.

SEEING NEW YORK. By Elizabeth Hubbard Lansing. 1938. Thomas Y. Crowell Co. 238 pp. \$2.00

An informal, interesting travelogue which catches the varied flavor of Manhattan. It is divided into chapters of suggested trips, with simple line maps. 9 to 14.

METROPOLIS: A STUDY OF NEW YORK. By Mary Field Parton. 1939. Longmans Green & Co. 191 pp. \$2.00

New York from many angles — buildings, public service agencies, markets, industries. Intelligently and gayly written, with a sociological viewpoint. (Note: The author has also written a most usable guide to Washington, D. C. — "Your Washington". 193 pp. \$2.00). 12 and over.

A KEY TO NEW YORK. By Rosalie Slocum and Ann Todd. 1939. 312 pp. Modern Age Books, in paper cover, 95 cents. Harper & Bros., in cloth, \$2.00

An inviting and stimulating guide book with abundant details of what is what in New York City and how to get there. The subject matter is well related and arranged. Good maps and gay sketches. 12 and over, or for parents to use with younger children.

NEW YORK CITY GUIDE. Prepared by the Federal Writers' Project of the Works Progress Administration in New York City. 1939. Random House. 800 pp. \$3.00

A truly comprehensive guide to the manifold facilities as well as the little-known aspects of the great city. Entertainingly and effectively presented for high school age and adults.

NEW YORK WALK BOOK. By Raymond H. Torrey, Frank Place, Jr., and Robert L. Dickinson. Revised 1936. Dodd, Mead & Co. 334 pp. \$2.50

> Stimulating information about roads around New York, embracing a radius of one hundred miles around New York City, supplemented with excellent maps. For high school age and adults.

#### 'ROUND ABOUT AND LONG AGO

NEW YORK PANORAMA. Prepared by the Federal Writers' Project of the Works Progress Administration in New York City. 1938. Random House. 526 pp. \$2.50

A most engrossing social blueprint of New York, giving insight into its growth, development, population groups, and manifold problems, from transportation to labor unions. For mature readers.

OLD NEW YORK FOR YOUNG NEW YORKERS.

By Caroline D. Emerson. 1932. E. P. Dutton & Co.
311 pp. \$3.25

The history of New York City, pleasantly narrated in a series of dramatic incidents. Illustrated by Alida Conover. 8 to 12.

(Continued on page 7)

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#### NEW YORK CITY FOR CHILDREN (Continued from page 5)

MANHATTAN NOW AND LONG AGO. By Lucy Sprague Mitchell and Clara Lambert. 1934. Macmillian Co. 312 pp. \$2.50

Many threads of contemporary living and historical derivations are woven into stories about the city. The young reader is led back into a living past from the city he knows. Maps and many photographs add to this rich contribution. and over.

A LANDMARK HISTORY OF NEW YORK. By Albert Ulmann. Revised 1939. D. Appleton-Century Co. 440 pp. \$3.50

New York's past is brought into close relationship to the present through keen comment and personal incident. A well-organized guide and reference book, satisfactorily illustrated. For the mature reader,

KNICKERBOCKER'S HISTORY OF NEW YORK. By Washington Irving; edited by Anne Carrol Moore. Illustrated by James Daugherty. 1928. Doubleday,

Doran. 428 pp. \$2.50 A classic by a beloved author of long ago, which lends a certain flavor to our understanding of the past. High school

NEW YORK ADVANCING. Authorized by Mayor LaGuardia; edited by Rebecca Rankin. 1939. The Municipal Reference Library. 270 pp. 50 cents

age and adults.

A simplified cross-section of the administrative functions of a huge city for those who wish to glimpse "municipal wheels going 'round." METROPOLIS. Assembled by Agnes Rogers; running comment by Frederick Lewis Allen. 1934. Harper & Bros. 184 pp. \$3.00

> The triumph of modern steel, the tragedy of waste, contrasts of squalor and luxury - all are depicted here in dramatic and poignant photographs showing the many-faceted life of New York's millions. For the mature reader.

THE HUDSON. By Carl Carmer. 1939. Farrar and Rinehart. 434 pp. \$2.50

> A chronicle of the settlement and development of the Hudson Valley, illuminated by incident and personalities. One of a series on American rivers. Effectively illustrated. For mature readers.

NEW JERSEY: A GUIDE TO ITS PRESENT AND PAST. By the Federal Writers' Project of the Works Progress Administration for the State of New Jersey. 1939. Viking Press. 735 pp. \$2.50

CONNECTICUT: A GUIDE TO ITS ROADS, LORE AND PEOPLE. By the Federal Writers' Project of the Works Progress Administration for the State of Connecticut. 1938. Houghton Mifflin. 593 pp. \$3.00

> Veritable treasuries of material satisfying varied interests in the manifold aspects of New York's neighbor states and their communities. For mature readers.

#### THE CITY IN FICTION

PETER PEPPERCORN. By Ethel Calvert Phillips. 1939. Houghton Mifflin. 150 pp. \$1.50

Young Peter has many adventures, in an authentic and exciting story of old New Amsterdam. 7 to 10.

PINAFORES AND PANTALETS. By Florence Choate and Elizabeth Curtis, 1931. Harcourt Brace. 208 pp. \$2.00

The amusing adventures of children in an Old New York family in the 1860's. 8 to 10.

VINNY APPLEGAY. By Ethel Parton. 1937. Viking Press. 294 pp. \$2.00

> Vinny comes to New York to live with a sympathetic old uncle and becomes the "lady of the house". A story of the 1870's. 10 to 14.

ROLLER SKATES. By Ruth Sawyer. 1938. Viking Press. 186 pp. \$2.00

A book for parents and children to enjoy together, or for ten-year-olds themselves, about a childhood in New York in the 1890's.

THE KEYS TO THE CITY. By Lavinia R. Davis. 1936. Charles Scribner's Sons. 264 pp. \$2.00

A novel about little-known parts of modern New York, written with enthusiasm and a sense of adventure. 9 to 12.

KATRINA VAN OST AND THE SILVER ROSE. By Elizabeth Gale. 1934. G. P. Putnam's Sons. 294 pp. \$2.00

A story revolving about the life among Manhattan's Dutch settlers. 12 and over.

Also the following, written for adults but suitable for the high school age.

THE AGE OF INNOCENCE. By Edith Wharton. 1922. Grosset and Dunlap. 365 pp. \$.75 and \$1.00

> A story of New York in the early seventies, with a real feeling for the rhythm of life of that day.

LIFE WITH FATHER. By Clarence Day. 1935. Alfred A. Knopf. 272 pp. \$2.00

> A humorist's boyhood recollections make the brown-stonefront era most . . Gay and characteristic stories.

THE HARBOR. By Ernest Poole. 1915. Macmillan Co. 387 pp. \$2.50

> A sociological novel, giving a stirring cross-section of life in the homes of Brooklyn and lower Manhattan in the early twentieth century.

NOTE: Sundry special directories can be obtained at newsstands; and information on "where things are and how to get there" may be secured from the New York City Information Center at Pershing Square; VAnderbilt 6-6070.
Planned trips in New York for children are offered by "New York Interpreted," 30 Rockefeller Plaza, Circle 7-2917.

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STORY AND VERSE FOR CHILDREN By Huber. \$3.50 500 selections, from all types of children's literature and for all ages, provide an invaluable library of reading materials. Expert advice on choosing and directing children's reading is included.

WHY BABIES?

By Campbell. \$2.00

Every mother who worries about her children will find here the most sensible kind of advice on all the daily problems which confront her.

THE PSYCHOLOGY
OF EARLY GROWTH
By Gesell & Thompson. \$4.00

This most complete study of infant behavior gives an intensive account of experiments done at the most famous clinic on child development in the country. No serious student of child psychology can afford to be without it.

AN INTRODUCTION TO CHILD STUDY By Strang. \$3.00 The Second Edition of this famous book brings its wealth of useful information up to date. It covers all aspects of child development — physical, social, mental and emotional — for all ages up to adolescence.

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# SOME GOOD NEW BOOKS FOR PARENTS

#### Selected by the Bibliography Committee of the Child Study Association

#### A NEW DESIGN FOR WOMEN'S EDUCATION.

By Constance Warren. Stokes, 1940. 227 pp. \$2.00

Absorbing account of pioneer work in an individualized education at the college level as developed over nine years at Sarah Lawrence. Challenging for parents and teachers.

#### CHARACTER EDUCATION IN A DEMOCRACY.

By S. R. Slavson, Association Press, 1939, 226 pp. \$2.50

Character education is discussed as a problem in the guidance of healthy personality growth and social adjustment under the peculiar difficulties of our present day culture. While at times somewhat dogmatic, the book is challenging—combining the sociological and psychological approaches to human personality.

#### GETTING READY TO BE A FATHER.

By Hazel Corbin. Macmillan, 1939. 48 pp. \$1.25

Factual material as presented to expectant fathers, rather than mothers, in classes at the Maternity Center Association in New York. Excellent demonstration of how both parents in a servantless home can intelligently share responsibility for the newborn child.

#### MENTAL HYGIENE IN MODERN EDUCATION.

Edited by Paul Witty and Charles Skinner. Farrar & Rinehart, 1939. 549 pp. \$2.75

Twenty specialists in education discuss the place of mental hygiene in directing the growth of normal children from birth through adolescence.

#### PARENTS AND CHILDREN GO TO SCHOOL.

By Dorothy W. Baruch. Scott, Foresman & Co., 1939. 504 pp. \$3.00

A graphically written description of a nursery school set-up showing human nature in formation. Makes unusually clear the way in which human relationships affect the young child and the part his own emotions play in influencing his personality development.

#### PLAY AND TOYS IN NURSERY YEARS.

By Beatrix Tudor-Hart. Viking Press, 1939. 84 pp. \$2.00

A blue print to guide parents and leaders through the fine mazes of all the meanings of play materials and their use for children from birth through six years. Foreword by Susan Isaacs, Lists of play materials and books selected by the Child Study Association.

#### THICKER THAN WATER. Edited by Robert W. Wunsch and Edna Albers. Appleton-Century. 1939. 359 pp. \$1.20

A collection of unusually moving stories which show the deep interrelations of family life. Excellent but painfully realistic.

#### WE, THE PARENTS. By Sidonie Matsner Gruenberg. Harpers, 296 pp. \$2.50

An informal yet expert discussion of the many hazards and enjoyments of parents and children living together in the modern world. Written with a warm human note. Awarded the 1940 Parents' Magazine Medal for "The outstanding book for parents published during the year just passed".

#### YOUR CHILD'S FOOD. By Miriam E. Lowenberg. McGraw Hill, 1939. 299 pp. \$2.50

A revised and enlarged version of Miss Lowenberg's excellent earlier book on "Food for the Young Child". As well as numerous practical suggestions for new recipes and menus, it contains sound advice on children's allergies, food aversions, good food habits, etc. which should be most helpful to mothers.

# BOOKS of vital importance to all parents

# YOUR CHILD'S DEVELOPMENT AND GUIDANCE

TOLD IN PICTURES

By Lois Hayden Meek, Ph.D.

One of the most practical books ever to be published for parents of very young children. Short, practical, to-the-point text, illustrated on every page. By an outstanding authority.

The following topics are discussed fully, chapter by chapter: Growth of Young Children; The Young Child's Day; Eating; Elimination; Relaxation, Rest, Sleep; Getting Dirty and Getting Clean Again; Relations with Other Children; Being Loved and Loving; Interferences and Resistance; Being Afraid; Illness. 174 illustrations. Only \$2.00

#### MODERN WAYS WITH BABIES

By Elizabeth B. Hurlock, Ph.D. A trained scientist, who is also a mother, here bridges the gap between the scientific investigator and the parent who needs the scientist's findings in simple, non-technical language. Full, detailed advice on the care and training of the young child. 347 pages. Illustrated, \$2.50

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DOROTHY CANFIELD FISHER. Concerning Parents, A Symposium. p. 274. New Republic, Inc., 1926.

"Parents today not only want more for their children, they want more of their children — partly because they have had them by choice and partly because they have so few that there is no room for mistakes. But no matter how we raise our expectations as to what each individual should have and what each individual should be, the stuff of which human beings are made remains the same. Newborn babies come along with the same proportion of pretty ones and bright ones, the same proportion of plain ones and dull ones, the same proportion of 'just babies'.'

SIDONIE MATSNER GRUENBERG. We, The Parents. p. 278. Harper and Brothers, 1939.

"Parent education, if it hopes to play a rôle worthy of its name, will have to include in its educational program a consideration of life values. Knowledge about health and nutrition, laws of learning, the psychology of behavior, and all the rest, is but a tool to an end, not an end in itself. There is so much to learn, so much that is immediately pressing in family life, so much of everyday concern that seems to require every ounce of energy we possess, that it behooves us as parents, responsible for and to the future generation, to pause occasionally and consider 'quo vadimus?' '

CÉCILE PILPEL. Our Children, edited by Dorothy Canfield Fisher and Sidonie Matsner Gruenberg. p. 326. Viking Press. 1936.

"It is important to recognize differences in babies, since an early appreciation of these variations adds to their interest and leads to more successful handling of each child's peculiar needs. In dealing with the more resistant reactors, for instance, it is found that all through their infancy, whenever a new procedure is introduced, they are likely to look upon the attempt as a challenge and to put on a show of rebellion. Politic and individual methods are worth more than years of training in managing the programs of such children.'

CHARLES AND MARY ALDRICH. Babies Are Human Beings. p. 56. Macmillan, 1939.

"SOME DON'TS FOR PARENTS: Don't merely say, 'You musn't do that' if you can possibly add 'but you may do this'.

Don't call a thing 'naughty' when you mean merely 'It's a nuisance to me'.

Don't discuss children in front of them; nor in general assume that they won't listen or notice or understand.

Don't interrupt anything the child is doing without giving him fair warning. Don't 'take' the child for a walk — go with him.

Don't hesitate to make holidays to rules sometimes.

Don't make a display of your concern when the child falls down, won't eat, etc.

Do what is needed instead of fussing or worrying.

Don't tease or use sarcasm - laugh with the child, but not at him.

Don't assume that the child understands what you are saying to him just because you do.

Don't, if you say or do something in anger, pretend that you did it 'for the child's good'; humbug does more harm than honest ill-temper."

SUSAN ISAACS. The Nursery Years. p. 134. Vanguard Press. Revised Edition, 1936.

"As often as not, similarities between child and parent (mother as well as father), which are ascribed to heredity are really the effects of similar influences and conditions to which they have been exposed. In fact, so interrelated and so dependent on each other are the forces of environment and heredity in making us what we are that they cannot be considered apart....

'Thus where heredity may fall down, environment may be there to carry on. And if you ask, "Can I pass on to my child any of the accomplishments or improvements I have made myself?" the answer may be, 'Yes! You can pass on a great deal - not by heredity, but by training and environment!' '

AMRAM SCHEINFELD. You and Heredity. p. 20. F. A. Stokes Co., 1939.

"Play, in its deepest and broadest sense, is the great bridge over which children must pass in order to grow up, to make a satisfactory journey from childhood to adulthood. Analyzing our present-day play problem in terms of our industrial culture, which is very new and still growing and changing, one conclusion is outstanding: despite the need for play, the enormous physiological and psychological drive toward it, children living in towns and cities have had this impulse warped.

CLARA LAMBERT. Play: A Yardstick of Growth. Summer Play Schools Committee, Child Study Association, 1938.

#### THE CHILD STUDY ASSOCIATION OF AMERICA

#### OUR AIMS

- To provide practical guidance for parents in solving the complex problems of family life today. To deepen their understanding of themselves and their children.
- To make available in usable form the findings of specialists in child development, parent education, medicine and relevant scientific fields.
- To train leaders and teachers in the fields of parent education and child guidance.
- To cooperate with other community agencies concerned with the betterment of a democratic society through the development of well-adjusted, capable citizens.

#### HOW DO WE DO IT?

#### The Child Study Association carries out this program through many activities

Lecture-Discussion Groups which meet weekly under the leadership of a professionally trained staff who are themselves parents, with a parent's understanding of home situations. Ever fresh in interest are discussions about children's habits, discipline, play, rivalries, social difficulties, sex development and the special problems of adolescents. The best current thought from psychology, psychiatry, medicine and education is evaluated for practical applications toward a better family life.

Family Guidance and Consultation Service, under the sympathetic, professional guidance of trained psychiatric workers is available for parents who feel the need of individual consultation on everyday or special problems of their family life. Attention is directed toward understanding the inner conflicts which motivate children's and parents' behavior, and in providing practical suggestions for meeting daily problems and reducing the basic sources of strain in the life of the whole family. From the work of the Consultation Service teaching materials are developed.

Publications — CHILD STUDY is a quarterly journal for both parents and professional workers. Its articles by modern authorities present a sound balance of scientific accuracy and practical usefulness on subjects of interest to parents and all who work with children.

Pamphlets. The Association publishes pamphlets covering a wide variety of subjects relating to child guidance.

Library — The Alice Morgenthau Ehrich Memorial Library is now the best equipped library of its kind exclusively devoted to books, magazines, and pamphlets on child development and parent education. Members of the Association borrow freely from it to supplement their work in Lecture-Discussion Groups, and it is also used as a reference library by students and teachers who find here material not obtainable elsewhere.

Special Committees — The Bibliography Committee reviews and evaluates the rapidly growing literature on child training, education and family relations and publishes annually a book list for parents and teachers. The Children's Book Committee compiles classified lists of new books for children each year, and maintains an exhibit of all listed books. The Radio Committee conducts systematic and critical "listening in" to radio broadcasts for children and parents and develops criteria and standards in this field.

Extension Services — Many of the ideas and materials developed at the Association are disseminated through other organizations — universities, teacher training institutions, schools of social work, welfare and health agencies. Outside study groups are conducted throughout the metropolitan area, reaching groups of every economic level. Information on schools and camps is maintained as a service for parents.

Speakers Bureau — serves a larger public by arranging for staff members and other experienced speakers to lecture and lead discussion groups throughout the country.

ACTIVE MEMBERS are entitled to attend one regular lecture-discussion group, and various lectures, conferences and exhibits at Headquarters; reduced fees for special courses; the Individual Consultation Service; the use of the Library, with borrowing privileges and bibliographical service; participation in special Committee projects; Special Information Services; a subscription to CHILD STUDY, and a discount on the purchase of Association publications.

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#### A Few Highspots of the Association's Season

TWO-DAY INSTITUTE held in November at the Hotel Roosevelt on "Controversial Areas in Today's Thinking." Five sessions attended by about 2000 persons.

10 LECTURE-DISCUSSION COURSES—at the Association's headquarters, attended by 400 persons.

CHILD GUIDANCE SERVICE added to the Consultation Service. Part-time services of three psychiatric consultants added to the staff.

FAMILY DRAMA COURSE of eight lectures attended by 125 persons.

QUEENSBORO FEDERATION OF MOTHERS CLUBS—Course of ten meetings at the Association's Headquarters attended by 100 persons.

COURSE IN FAMILY RELATIONSHIPS FOR PUBLIC HEALTH NURSES under the auspices of New York University, arranged by the Child Study Association, with staff members participating.

ALICE MORGENTHAU EHRICH MEMORIAL LIBRARY — 200 books added to the shelves. About 2000 persons used the library.

A NEW BOOK "We, The Parents" by Sidonie Matsner Gruenberg, published by Harpers, awarded the Parents' Magazine Medal as "The outstanding book for parents published during the year just past."

**SPEAKERS' BUREAU** supplied speakers and leaders for 150 meetings and conferences.

CONTACT with other educational and community organizations was expanded.

COUNSEL AND GUIDANCE given to refugees in groups and individually in various family adjustment problems.

THREE-WEEK'S TRIP to the coast by the Director made many new contacts. Addressed 10 public meetings of audiences ranging from 100 to 9000.

# DISTINCTIVE McGRAW-HILL BOOKS

#### THE EDUCATION OF EXCEPTIONAL CHILDREN

By ARCH O. HECK, Ohio State University.

McGraw-Hill Series in Education. In press—
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In this book the author comes to grips with practical, everyday problems faced in the education of exceptional children: the blind, crippled, deaf, delicate, hard of hearing, partially sighted, speech defectives, gifted, subnormal, etc. Methods of prevention are considered, and there is a vivid picture of what various communities are doing for exceptional children.

#### GENIUS IN THE MAKING

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#### CAMPS

CAMP ARCADIA, North Belgrade, Maine. Boys, 6 to 17. Directors, Benjamin Baumritter and Herman K. Baumritter, 123 W. 93rd St., N. Y. C. Riverside 9-1869.

CAMP DARIEN, Darien, Conn. Boys 5 to 11, girls 5 to 13. Directors, Benjamin Baumritter and Herman K. Baumritter, 123 W. 93rd St., N. Y. C. Riverside 9-4179.

DEER LAKE CAMP, Madison, Conn. Boys 7 to 15 years. Directors: Ralph C. Hill, Elizabeth Goldsmith Hill.

HILL AND HOLLOW FARM, Dutchess Co., N. Y. Summer camp and boarding school for children under 8. Directors: Mr. and Mrs. Paul Garrigue, Hyde Park, N. Y.

KINDERHOOK FARM CAMP AND SCHOOL, Valatie, N. Y. Boys and girls, 3 to 16. *Directors*, Mr. and Mrs. R. T. Morgan, Valatie, N. Y. or LExington 2-2300.

LILLIPUT, a camp for 4-to-11-year-olds. Director, Anne Josephson, 63 East 87th St., N. Y. C. SAcramento 2-8422.

MEADOW LARK CAMP, Monterey, Mass. Boys and Girls 6 to 12. Hedwig Lefarth, *Director*. 2671/2 West 11th St., N. Y. C.

MOHAWK DAY CAMP, White Plains, N. Y. Boys and Girls, 3 to 12. *Director*, Glenn D. Loucks, 57 Hazelton Drive, White Plains, GLadstone 171.

PIONEER YOUTH CAMP, Rifton, N. Y. Boys, girls, 6 to 14 years. Walter Ludwig, *Director*, 219 West 29th Street, N. Y. C. PE 6-3055.

RIVERWOOD, Highland, N. Y. Boys and girls, 3 to 10. Director, Ethel L. Elkind, 215 West 92nd St., N. Y. C. SChuyler 4-7909.

SANDY BEACH CAMP, Stone Harbor, Cape May County, N. J. Limited to 24, two age groups, coeducational for 3 to 7 year olds. *Director*, Margaret Ewell McCurdy, 6067 Harford Road, Baltimore, Md.

CAMP SEVERANCE, in the Adirondacks. Girls 8 through 18. Directors: Mrs. B. A. Sinn, 38 East 85th St., N. Y. C.; Mrs. Herbert Pels, 209 Storer Ave., New Rochelle, N. Y.

CAMP SHAWANGIE, Glen Spey, N. Y. Boys and girls 3 to 17 years. *Director*, Eva A. Silver, 1739 Grand Avenue, Bronx, N. Y. TRemont 2-5000.

SUNDOWN RANCHES. Aripine, Arizona. William E. Kurtz, Director. Fieldston School, Fieldston Road, N. Y. C.

CAMP VEGA, Readfield, Maine. Girls 7 to 17 years. Director, Mrs. George Lion Cohen, 19 Beverly Road, Great Neck, N. Y. Tel. Great Neck 4414.

CAMP WONDERLAND, Mt. Tremper, Ulster County, N. Y. Boys and girls, 2 to 12. Director, Jean MacArthur, Fifth Avenue Hotel, 24 Fifth Avenue, N. Y. C.

WOODCLIFF (Camp Sachère), Sawkill, Kingston, N. Y. Boys and girls 4 to 15. *Directors*, Anna G. Sachère, 1372 E. 7th St., Brooklyn, N. Y., ESplanade 7-7975; Lee Krinsky, 1440 Ocean Parkway, Brooklyn, N. Y. ES 5-4275.